

Technical Committee Report And Curriculum Guide

For

Idaho Family and Consumer Sciences

Entrepreneurship Experience

IBEDS 16098



*This report was prepared by the
Idaho Division of Professional-Technical Education
Family and Consumer Sciences Education
Boise, Idaho*

2004
PTE No. 394

Idaho State Board for Professional-Technical Education

Paul Agidius
Moscow

James Hammond
Post Falls

Blake Hall
Idaho Falls

Roderic Lewis
Boise

Darrel Manning
Boise

Karen McGee
Pocatello

Laird Stone
Twin Falls

Marilyn Howard
Boise

Gary Stivers
Executive Director
Boise

Mike Rush, State Administrator
Idaho Division of Professional-Technical Education

Nancy Walker, Program Manager
Family and Consumer Sciences Education
(208) 334-3216

The Idaho Division of Professional-Technical Education is an equal opportunity employer. Hiring is done without regard to race, color, religion, national origin, sex, age or disability. Appropriate consideration shall be given to veterans in accordance with applicable state and federal laws and regulations.

*Costs associated with this publication are available from the Idaho Division of Professional-Technical Education in accordance with Section 60-202, Idaho Code.

INTRODUCTION

The Entrepreneurship Experience curriculum framework was developed by a team comprised of FCS secondary teachers, professional technical coordinators, representatives from the Idaho Small Business Development center, the FCS Program Manager and personnel from the FCS Department at the University of Idaho. The FCS Entrepreneurship curriculum is based on National Standards for Family and Consumer Sciences, prior FCS curriculum, recommended textbooks, other states' curricula, and a review of literature pertaining to curriculum content.

This one or two year long curriculum is recommended for 11th and 12th grade students. To be Professional-Technical program completer's, students will have completed one or more Family and Consumer Sciences courses such as Nutrition and Foods, or Career and Personal Development as pre-requisites for this course. The competency based curriculum generates a student profile, which becomes a cumulative record of student progress and provides documentation of competence.

ACKNOWLEDGEMENTS

This Entrepreneurship Experience curriculum framework is intended to be the fundamental guide to Idaho secondary schools for program content with minor modifications through input from the local district's advisory committee to incorporate local needs and community interests

Curriculum Project Director

Curriculum Project Assistant

Mary J. Pickard, Ph.D. CFCS, CFLE
FCS Teacher Educator
University of Idaho
Moscow, ID

Aimee Traver
FCS Masters Candidate
University of Idaho
Moscow, ID

Jenniene Kauer, MS, Ed Admin
FACS Teacher Educator
Idaho State University
Pocatello, ID

Carolee Fogg
FCS Masters Candidate
Idaho State University
Pocatello, ID

ENTREPRENEURSHIP EXPERIENCE

COURSE DESCRIPTION

The focus of this program is the development of a school-based enterprise in which students acquire experience researching the market, and identifying the need for a product or service. Experience creating, producing and marketing a product or service becomes part of the program. Inherent in the process of establishing a business is development of a business plan, analysis of available financing opportunities, and researching the pros and cons of various types of business ownership. Once a business plan is finalized, students will market their product or services to develop a profitable enterprise. Cooperative learning, problem-based learning and inquiry are recommended learning strategies for this course. Activities from the Family, Career and Community Leaders of America (FCCLA) such as Career Connections and Leaders at Work, should be incorporated into the program. This program provides students the opportunity to determine characteristics of entrepreneurs, and to track the establishment of successful businesses from their inception as an entrepreneurial idea. As an enrichment activity, students are encouraged to establish their own entrepreneurial effort outside of the school-based business.

IMPORTANT INFORMATION

Delivery of the Entrepreneurship for Family and Consumer Sciences Curriculum

A classroom equipped with at least one computer for every two students is recommended for this course. Facilities to accommodate the production of products may also be required. The teacher serves as a facilitator and manager of the learning environment and in an advisory capacity to the business established by the class. The students should experience the actual creation of a business, lead by the business plan which they developed. In the process, they will need to determine the type of ownership, how to finance a business start up, keep financial records, obtain a tax identification number and register their business with the Secretary of State if necessary. Help should be obtained from the business advisory committee or team teaching with the business teacher.

Teacher Qualifications

The teacher of this course must have an endorsement in Family and Consumer Sciences Education, preferably with an additional endorsement in Economics. Coursework in Economics and other business related classes would be beneficial. The Small Business Development Centers located around the state have excellent resources and can provide answers to questions. It is recommended that teachers have recent internship experience to gain knowledge of the business environment and/or have entrepreneurs on the local advisory board that can provide guidance and advice.

Length and Level of this Program

This program is designed for a yearlong experience during the eleventh or twelfth grade. Students may also participate in an internship or coop experience. Program completers will have enrolled in Career and Personal Development and/or one or more other FCS courses as pre-requisites.

All students can benefit from an entrepreneurship experience.

Recommended Resources

“Get the Buzz on Biz: A Guide for Enterprising Youth”, 2nd edition. August 2000. Available from NXLevel Education Foundation, Denver, CO. Website: [Http://www.nxlevel.org](http://www.nxlevel.org), E-mail info@nxlevel.org. Has an Implementation and Instructor Guide also. *Permission has been granted to incorporate learning activities from this resource into the activity section of this guide. Contact the FCS Resource Center at the University of Idaho (208 885-7819) for additional information about the scope of this permission*

Idaho Small Business Development Centers

<p>Region I North Idaho College SBDC 525 W. Clearwater Loop Post Falls, ID 83854-9400 208-769-7864 208-769-3223 fax linda_noble@nic.edu http://www.nic.edu/wft/ISBDC.htm</p>	<p>Region IV College of Southern Idaho SBDC P.O. Box 1238 Twin Falls, ID 83303-1238 Office: 315 Falls Avenue 208-733-9554 ext. 2450 208-733-9316 fax srust@csi.edu http://www.csi.edu/support/isbdc/sbdc.html</p>
<p>Region II Lewis-Clark State College SBDC 500 8th Avenue Lewiston, ID 83501 208-792-2465 208-792-2878 fax SLWagner@lcsc.edu http://www.lcsc.edu/isbdc/</p>	<p>Region V Idaho State University SBDC 1651 Alvin Ricken Drive Pocatello, ID 83201 208-232-4921 208-282-4813 fax smallbus@isu.edu</p>
<p>Region III State Office Boise State University 1910 University Drive Boise, ID 83725-1655 Office: 1021 Manitou Ave. 208-426-1640 208-426-3877 fax cchamber@boisestate.edu</p>	<p>Region VI Idaho State University SBDC 2300 N. Yellowstone Idaho Falls, ID 83401 208-523-1087 208-528-7127 fax woodrhon@isu.edu</p>

SCORE Association (Service Corp of Retired Executives)

The SCORE Association Corps of is a nonprofit association dedicated to entrepreneur education and the formation, growth and success of small business nationwide. SCORE is a resource partner with the U.S.SmallBusinessAdministration. SCORE volunteers may be contacted at <http://www.score.org/> and will provide e-mail consultation. Chapters in and surrounding Idaho include: Northwest Montana SCORE, Missoula SCORE, Spokane SCORE, Mid-Columbia SCORE, Treasure Valley SCORE, Eastern Idaho SCORE

Kaufmann Foundation for Entrepreneurial Education

Provides “The Business MentorTM **CD-ROM**” is available through the FastTrac Fulfillment Center for \$34.99 plus shipping expenses and applicable sales taxes. Bulk pricing may be available for qualifying organizations.
http://www2.fasttrac.org/program_busment.cfm

“Who’s Minding the Store?”

A Guide for Educators Working with School-Based Enterprises. Available online at: www.nccte.com/publications/ncrve/mds-12xx/MDS-1254.html

“Get Up and Go!”

An Enterprise Creating Simulation based on “Be All That You Can Dream” Rural Entrepreneurship Through Action Learning <http://www.realenterprises.org/>

“Developing Entrepreneurial Attitudes” (1995)

The Mid-America Vocational Curriculum Consortium, Inc. Stillwater, OK.

“Leaders at Work and Career Connection”

A resource to connect youth to career success and on the job leadership skills.
CD from FCCLA www.fcclainc.org

Career Clusters

This Entrepreneur Experience is recommended for students who have an interest in the Business and Management Career Cluster in an area related to Family and Consumer Sciences content. Students may participate in a Tech Prep agreement and articulate to programs at the technical colleges. They may complete a technical certificate program or an AAS degree in areas such as Entrepreneurship, Retail Merchandising or Food and Beverage Management. They may also consider attending a four year degree program.

CURRICULUM FRAMEWORK PROGRAM AREA: Family and Consumer Sciences

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EFFECTIVE DATE: June 2004

PROGRAM TITLE: Entrepreneurship Experience

IBEDS CODE: 16098

I. MAJOR CONCEPTS/CONTENT

Entrepreneurship prepares students to develop an enterprise starting with a business plan. Students will research laws and financing, determining a break even model, produce a product, or develop marketable skills, acquire business and managerial skills, develop marketing procedures and experience vendor relations with a school-based enterprise.

II. WORK-BASED LEARNING ACTIVITIES

Participants in this program will be researching and establishing a school based enterprise. They will identify characteristics common to entrepreneurs and determine which of those characteristics they have. They will explore business opportunities and propose an enterprise for their class. They will create a business plan including feasibility of the business concept, research applicable laws, develop a break even financial model, research types of financing and practice marketing procedures. Students will acquire skills in sales and marketing, work ethic and business etiquette. Students will determine skills that are necessary for employees, write job specifications, propose a management plan, and experience resolving employee problems. Students will also determine an exit strategy for their enterprise.

III. FAMILY AND CONSUMER SCIENCES NATIONAL STANDARDS:

- 1.0 Integrate multiple life roles and responsibilities in family, work, and community settings.
- 2.0 Evaluate management practices related to human, economic and environmental resources.
- 7.0 Integrate knowledge, skills and practices required for careers in FCS related fields
- 13.0 Demonstrate respectful and caring relationships in the family, workplace and community.

CONTENT STANDARDS

After successfully completing the course, the student will be able to:

- 1. EXAMINE THE REQUIREMENTS FOR A CAREER AS AN ENTREPRENEUR
- 2. ANALYZE OPTIONS FOR ENTREPRENEURIAL OPPORTUNITIES
- 3. EXAMINE THE DEVELOPMENT OF A BUSINESS PLAN
- 3. DEVELOP BUSINESS PERFORMANCE SKILLS
- 4. DEVELOP RESOURCE MANAGEMENT PRACTICES

SCOPE AND SEQUENCE

Entrepreneurship Experience

- | | |
|-----|---|
| 10% | 1. Examine the requirements for a career as an entrepreneur |
| | 1.01 Explain the role of the entrepreneur in the U S economy |
| | 1.02 Investigate available opportunities for entrepreneurs |
| | 1.03 Determine characteristics of entrepreneurs |
| 5% | 2. Analyze options for entrepreneurial opportunities |
| | 2.01 Research sources of business ideas |
| | 2.02 Explore options to turn ideas into a business concept |
| 10% | 3. Develop a business plan |
| | 3.01 Examine business goals |
| | 3.02 Research types of business ownership |
| | 3.03 Examine fraud and scams in business |
| | 3.04 Investigate business start-up financing |
| | 3.05 Examine factors that affect business location |
| | 3.06 Develop marketing procedure |
| | 3.07 Develop purchasing procedures |
| | 3.08 Analyze new product development |
| | 3.09 Build a business plan for a specific business |
| 50% | 4. Develop business performance skills |
| | 4.01 Acquire sales skills |
| | 4.02 Analyze ethics in the workplace |
| | 4.03 Practice workplace etiquette |
| | 4.04 Demonstrate the ability to run a small business enterprise |
| 25% | 5. Develop resource management practices |
| | 5.01 Management practices |
| | 5.02 Explain policies and procedures for effective management |
| | 5.03 Examine personnel practices |

CURRICULUM FRAMEWORK

Entrepreneurship Experience

1. Content Standard: EXAMINE THE REQUIREMENTS FOR A CAREER AS AN ENTREPRENEUR

1.01 Competency: EXPLAIN THE ROLE OF THE ENTREPRENEUR IN THE US ECONOMY

PERFORMANCE INDICATORS:

1. Explain what entrepreneurs do
2. Compare entrepreneurship to working for a business
3. Explain the effect of entrepreneurship on business

1.02 Competency: INVESTIGATE AVAILABLE OPPORTUNITIES FOR ENTREPRENEURS

PERFORMANCE INDICATORS:

1. Examine resources available to entrepreneurs
2. Identify potential opportunities

1.03 Competency: DETERMINE CHARACTERISTICS OF ENTREPRENEURS

PERFORMANCE INDICATORS:

1. Determine personal attributes characteristic of entrepreneurs
2. Identify skills need by entrepreneurs
3. Determine the investment needed to start an enterprise
4. Explain the challenges and rewards of owning a business

2. Content Standard: ANALYZE OPTIONS FOR ENTREPRENEURIAL OPPORTUNITIES

2.01 Competency: RESEARCH SOURCES OF BUSINESS IDEAS

PERFORMANCE INDICATORS:

1. Define the area for research
2. Determine how to research an industry
3. Compare types of research
4. Research health and safety factors

2.02 Competency: EXPLORE OPTIONS TO TURN IDEAS INTO A BUSINESS CONCEPT

PERFORMANCE INDICATORS:

1. Initiate a feasibility study
2. Develop a competition grid
3. Develop a market plan
4. Identify typical obstacles for a new business
5. Determine target markets
6. Determine product or service to be produced

3. Content Standard: DEVELOP A BUSINESS PLAN

3.01 Competency: EXAMINE BUSINESS GOALS

PERFORMANCE INDICATORS:

1. Determine valid business concepts
2. Research applicable laws related to creating a business
3. Examine business regulations and codes

3.02 Competency: RESEARCH TYPES OF BUSINESS OWNERSHIP

PERFORMANCE INDICATORS:

1. Describe sole proprietorships
2. Describe partnerships
3. Explain corporations as a form of ownership
4. Describe limited liability companies
5. Explain franchises as a form of business ownership

3.03 Competency: EXAMINE FRAUD AND SCAMS IN THE BUSINESS ARENA

PERFORMANCE INDICATORS:

1. Explain types of business fraud and scams
2. Examine means to detect fraud
3. Describe agencies that assist business with fraud and scams

3.04 Competency: INVESTIGATE BUSINESS START-UP FINANCING

PERFORMANCE INDICATORS:

1. Explain debt and equity financing
2. Determine information required by investors
3. Research options for sources of funds
4. Calculate start-up capital needs
5. Develop a break-even model

3.05 Competency: EXAMINE FACTORS THAT AFFECT BUSINESS LOCATION

PERFORMANCE INDICATORS:

1. Research community and site selection
2. Examine options for home-based businesses
3. Examine design factors
 - a. Interior
 - b. Exterior
 - c. Layout requirements
4. Explain location laws, regulations and codes

3.06 Competency: DEVELOP A MARKETING PROCEDURE

PERFORMANCE INDICATORS:

1. Identify steps in the marketing plan
2. Determine product strategy
3. Recognize the importance of ongoing market research
4. Establish price and promotion strategy
5. Determine marketing mix/plan/objectives
6. Develop promotional plans

3.07 Competency: DEVELOP PURCHASING PROCEDURES

PERFORMANCE INDICATORS:

1. Analyze vendor selection
2. Examine supply chain management
3. Determine reordering sequences

3.08 Competency: ANALYZE NEW PRODUCT DEVELOPMENT

PERFORMANCE INDICATORS:

1. Investigate prototyping
2. Determine production management
3. Review Gantt Charts and PERT Diagrams
4. Develop a distribution management plan

3.09 Competency: BUILD A BUSINESS PLAN FOR A SPECIFIC BUSINESS

PERFORMANCE INDICATORS:

1. Develop a business description
2. Describe the facility
3. Develop an organizational chart
4. Explain essential equipment
5. Outline supplies and purchasing procedures
6. Describe personnel management
7. Develop a pricing structure
8. Develop a budget
9. Explore laws, regulations and codes
10. Develop an advertising campaign

4. Content Standard: DEVELOP BUSINESS PERFORMANCE SKILLS

4.01 Competency: ACQUIRE SALES SKILLS

PERFORMANCE INDICATORS:

1. Develop sales tactics
2. Practice taking orders
3. Practice closing the sale
4. Evaluate sales performance
5. Develop a sales assistance plan

4.02 Competency: ANALYZE ETHICS IN THE WORKPLACE

PERFORMANCE INDICATORS:

1. Identify necessary workplace ethics
2. Explain how work ethics affect production and profits
3. Explain the six pillars of character in the workplace

4.03 Competency: PRACTICE WORKPLACE ETIQUETTE

PERFORMANCE INDICATORS:

1. Practice appropriate workplace actions
2. Develop standards for appropriate workplace attire
3. Practice communication etiquette
4. Develop skills for dining in business settings

4.04 Competency: DEMONSTRATE THE ABILITY TO RUN A SMALL BUSINESS ENTERPRISE

PERFORMANCE INDICATORS:

1. Demonstrate sound business practices
2. Demonstrate quality service practices
3. Produce and market a product
4. Demonstrate ethical business practices

5. Content Standards: DEVELOP RESOURCE MANAGEMENT PRACTICES

5.01 Competency: MANAGEMENT PRACTICES

PERFORMANCE INDICATORS:

1. Assess what management skills are needed
2. Describe how a management plan would improve an enterprise
3. Explain qualities and characteristics of management styles

5.02 Competency: EXPLAIN POLICIES AND PROCEDURES FOR EFFECTIVE MANAGEMENT

PERFORMANCE INDICATORS:

1. Determine the effect of policies and procedures
2. Design standard policies and procedures
3. Determine organizational structure

5.03 Competency: EXAMINE PERSONNEL PRACTICES

PERFORMANCE INDICATORS:

1. Write job specifications for business
2. Practice employee recruitment to match job requirements
3. Analyze employee compensation package
4. Develop a training and professional development plan
5. Practice resolving personnel problems
6. Practice employee motivation techniques
7. Demonstrate effective team building practices

* * *